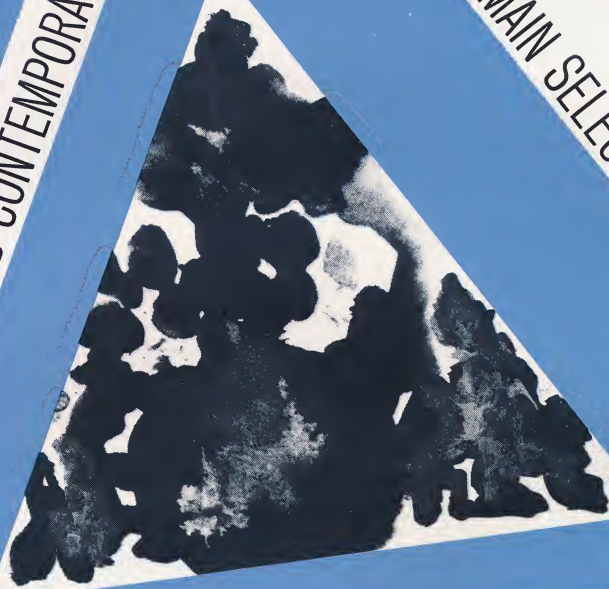


PSYCHOANALYSIS AND CONTEMPORARY SCIENCE

THE MAIN SELECTION



the first volume in a distinguished new annual series

*a review by PHILIP S. HOLZMAN
Professor of Psychiatry and Psychology
University of Chicago*

THE vast reaches of Freud's writings still await exploitation. Consider, for example, that in the course of a little over 40 years, Freud not only fashioned the therapeutic use of psychoanalysis and the theory on which that treatment is based, but, in the light of his discoveries, he explored literature, art, human development, linguistics, humor, biography, anthropology, history, and law. Small wonder that organized psychoanalysis could not live up to the staggering accomplishments of its founder, and more's the pity that psychoanalysis became identified with only one of its applications: the therapeutic use of psychoanalysis.

For the most part, our contemporary psychoanalytic journals have set themselves the task of disseminating information on this one area of applied psychoanalysis—treatment and theory—inasmuch as practically all of their readers are practitioners. And the unique psychoanalytic view that emphasizes conflict, unconscious processes, the repetitive nature of behavior, consistency over time, and the dynamic relationship of activity and passivity, still awaits development beyond the therapeutic frontier.

At last, a forum for such development has arrived in the form of a new annual, *PSYCHOANALYSIS AND CONTEMPORARY SCIENCE*. The format of an annual, rather than that of a journal issued at more frequent intervals, is thrice blessed: it permits greater selectivity of articles, since fewer are printed in an annual than, for example, in a quarterly journal; an annual allows the reader to visualize trends more easily; and it grants the contributor the opportunity to influence the field through the medium of a book rather than an article.

PSYCHOANALYSIS AND CONTEMPORARY SCIENCE is explicitly dedicated to disseminating innovative points of view, and new experimental and research approaches to some psychoanalytic questions, including not only those that Freud was concerned with, but also with others in such fields as ethology, genetics, and psychopharmacology. The Board of Editors and the Editorial Board of this Annual boast distinguished members who themselves have pushed for innovation and fundamental re-orientations.

Volume 1 fulfills its objective admirably. The book's five sections represent five areas of psychoanalytic concern—Theoretical, Psycho-

linguistic, Developmental, Clinical, and Psychohistorical—which the individual papers develop in depth. Holt's study of "Freud's Two Images of Man"—the mechanistic and humanistic—continues Holt's excellent series of historical papers. Students of psychoanalysis have had to confront the persistent split in Freud's view of man—the physicalistic and humanistic. The physicalistic or mechanistic image Freud borrowed from the Helmholtz tradition; it shaped the psychoanalytic metapsychology, particularly the economic point of view as expressed in the energy model. The humanistic image, on the other hand, emphasizing meaning and purpose in man's behavior, Freud received from Goethe, Brentano, and from his classical education that included the study of such writers as Cervantes and Shakespeare. Holt scrutinizes these two images of man and argues vigorously for a new general theory to replace the mechanistic metapsychology. This paper sets the theme of the volume: *a responsible and informed examination of the old, with proposals for new directions in psychoanalysis.*

Lawrence Kubie contributes a provocative piece on the nature of change. "Clinical observation by itself," he begins, "brought me to the seemingly circular hypothesis that the only psychological change that is enduringly meaningful for individual health, for life in general, or for human culture as a whole is a change in the capacity for further change." He subjects the idea of change to a searching analysis, in the course of which he tries to distinguish between illness, a man who is ill, and "a sick life." Frederic Worden addresses the sticky methodological question about the nature of the scientific endeavor in man's attempt to understand himself.

Part II contains four papers on aspects of psycholinguistics. These will be particularly rewarding both for the psycholinguist and the clinician. Rubinstein's analysis of metaphor, while not an easy paper to read, is worth careful study, for it probes the role of metaphor in thought processes and explores pathological and nonpathological metaphor. The paper bridges the fields of linguistics, the psychology of thought, the nature of dream symbols, and the clinical manifestations of metaphor in patients' verbalizations during a therapeutic psychoanalysis.

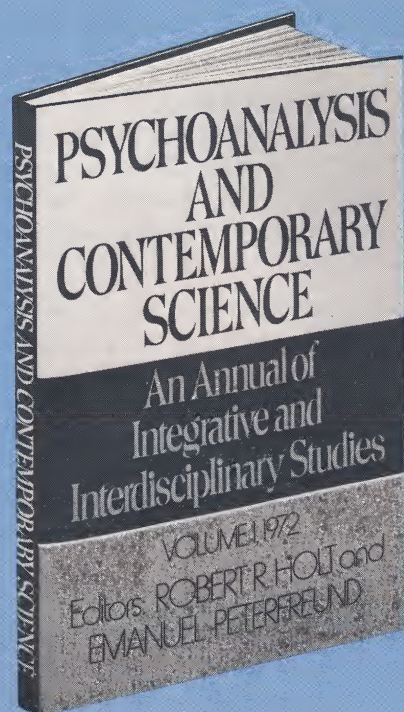
Part III—Developmental—contains a superb paper by George S. Klein, "The Vital Pleasures." Klein distinguishes several sources of pleasure, and grants to each of them equal status as a motivator. This paper, finished shortly before Klein's tragic sudden death, represents the first cogent psychoanalytic effort to evaluate the motivating role of pleasure since Freud wrote on the central significance of sensual-

ity. This paper seems destined to become a classic and by itself is worth the price of this book.

Part IV—Clinical and Quantitative—contains several empirical approaches to the study of psychoanalytic data. The piece by Hartvig Dahl describes an interesting way of exploiting the computer and standard statistical techniques to quantify the content of psychoanalytic interviews, and thereby to study quantitatively the psychoanalytic therapeutic process.

In Part V, Robert Lifton and Bernard Meyer write on psychohistory. Here are two sophisticated studies of the psychological view of history and biography. They begin with a description of one model of psychohistory: that man's individual and collective past provide decisive influences on his present, although man's present is by no means a mere repetition of the past. This model emphasizes the mythical prehistoric decisive crisis (as, for example, in the murder of the primal father in *Totem and Taboo*). Another kind of psychohistory studies the psychopathology of the "Great Man" (as in Freud's analysis of Leonardo). A third model of psychohistory, like Erikson's studies of great men, also highlights psychopathology, but emphasizes the appearance of greatness within a historical context. A fourth model, that described by Lifton, employs direct interviewing of those people involved in a current and shared psychohistorical epoch. It is represented by such studies as that of Coles, on children in the midst of racial and social change, and Lifton's studies of the survivors of Hiroshima. This last model is detailed in some depth by Lifton, who discovers in his studies a theme he calls the search for immortality, "man's need, in the face of biological death, to maintain an inner sense of continuity with what has gone before and what will go on after, his own individual existence."

The use of an annual to disseminate psychoanalytic articles has its precedent in the *Psychoanalytic Study of the Child* which for over a quarter of a century has published a large number of seminal articles, many of which have become standard references. PSYCHOANALYSIS AND CONTEMPORARY SCIENCE is in that tradition. It broadens the scope of psychoanalysis beyond clinical and psychopathological considerations and takes seriously the challenge that psychoanalysis can indeed provide a general orientation to many intellectual disciplines. This volume has broad appeal and should be read not only by psychoanalysts but by all behavioral scientists who concern themselves with the purposes and meaning of human behavior.



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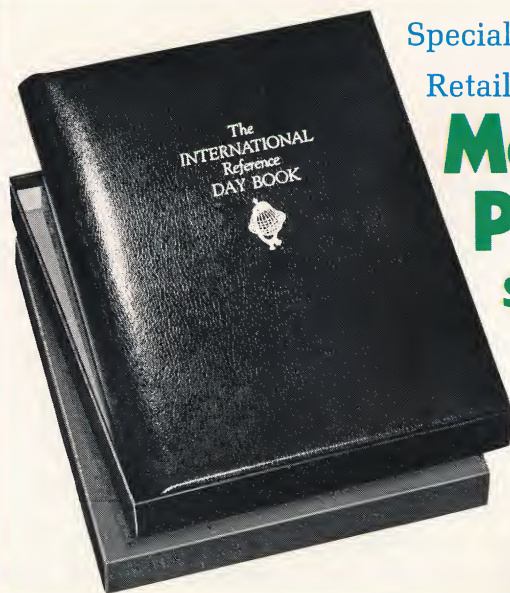
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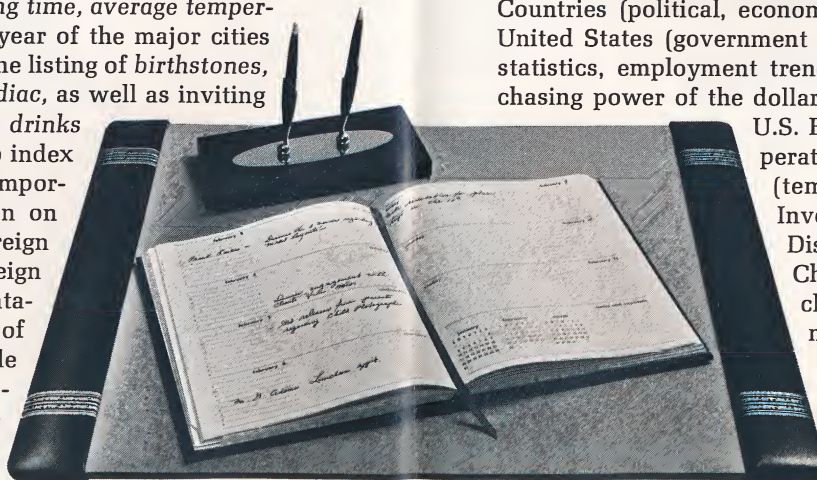
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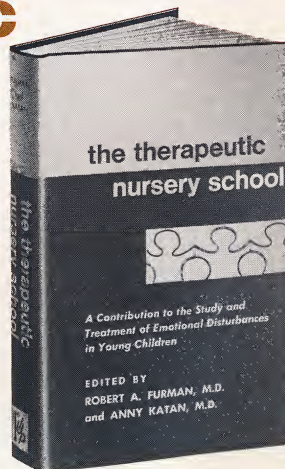
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THE THERAPEUTIC NURSERY SCHOOL presents a complete analysis of this approach, a comprehensive examination of the philosophy, methods, and specific techniques employed. Further, in support of this uncommon form of therapeutic intervention, the book reports an in-depth, long-term follow-up study of 62 children treated in this manner. Herein lies another outstanding virtue of the work: it presents the first systematic empirical validation of Anna Freud's *Developmental Profile*, which is used as an assessment tool in the study. Although the emphasis of the book is clinical, considerations of experimental design occupy a key position and are carried out with great sophistication.

The promise of the subtitle, "A Contribution to the Study and Treatment of Emotional Disturbances in Young Children," is convincingly fulfilled in this perceptive work by providing a practical system for breaking down the barriers that separate the roles and effectiveness of therapist, teachers, and parents.

Following the introductory material, the book focuses on the educational aspects of the School's program, pointing out the value of careful supervision and strong support in strengthening family relationships to round out the therapeutic aims of the School. The staff subdivides education into three main areas: the education of drives, support of sublimations, and handling of reality situations, with particular emphasis on verbalization on the part of the child toward greater self-understanding and insight and greater behavioral control.

The distinctive originality of the method, however, lies in its positive direct involvement of the parent in the treatment of the child, recognizing that parents are, of course, the most influential people in the child's life and the most important instruments for effecting and sustaining change. Integral to the treatment of the child via the mother is the concept of motherhood as a developmental or maturational phase. This in itself provides the basis for a *fresh evaluation of the mother's role in the total education of the child*; it also sheds

new light on the interaction between the mother's personality make-up and her actual experiences with her child.

Next, the book examines the technical problems inherent in treatment by way of the mother, and then furnishes four intensive case histories. Thus, technical points which are raised may be understood immediately in clinical perspective.

What are the qualitative benefits of treating the child via the mother? THE THERAPEUTIC NURSERY SCHOOL clarifies the advantages of having parents, therapist, and teachers work together as a team. Through the depth and breadth of the mother's continual reports and observations the therapist can gain valuable knowledge of the child's behavior that might not be obtainable through direct observation outside the home environment.

On the other hand, the staff is aware that the mother lacks general knowledge of the varied patterns of emotional development and is not trained in the techniques of therapy. At the School, the therapist does not attempt to influence the total personality of the mother, but concentrates on her desire to help her child through her new awareness of the child's problems and the effect of her own actions. As an active participant in the treatment, the mother is motivated to overcome some of her own unproductive behavior patterns and thus derives greater satisfaction from her relationship with her child.

THE nursery school setting intensifies the mother's overall view of her child by providing opportunities for observing and understanding how the child functions when she is absent, his relationship to other adults and to peers, his reactions to rules of procedure, his utilization of materials and responses to activities. This increased knowledge, along with the mother's introduction to the techniques of therapy and her concrete experiences under the guidance of the therapist, affords another advantage to both mother and child: treatment via the mother can continue after the child has left nursery school.

Teachers and therapists also gain from working in close cooperation. Teachers can give the therapist a more objective, less distorted picture of the child than might be produced by reports of the parents alone. In turn, teachers can benefit from training in how and what to observe, how to time demands that can be made of a child as an outcome of treatment, and how to make their attention to his particular needs more meaningful.

The concluding sections of the book deal with diagnostic procedures and individual treatment with children as well as an assessment of the School's relationship to outside community facilities.

The total program presented in THE THERAPEUTIC NURSERY SCHOOL will be of interest to practitioners in many diverse fields. This original, pioneering approach to the treatment of preschool children offers new possibilities both for understanding the functional relationship between parents and children and for creative innovations in extending the techniques of therapy.

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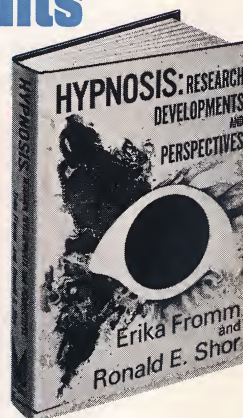
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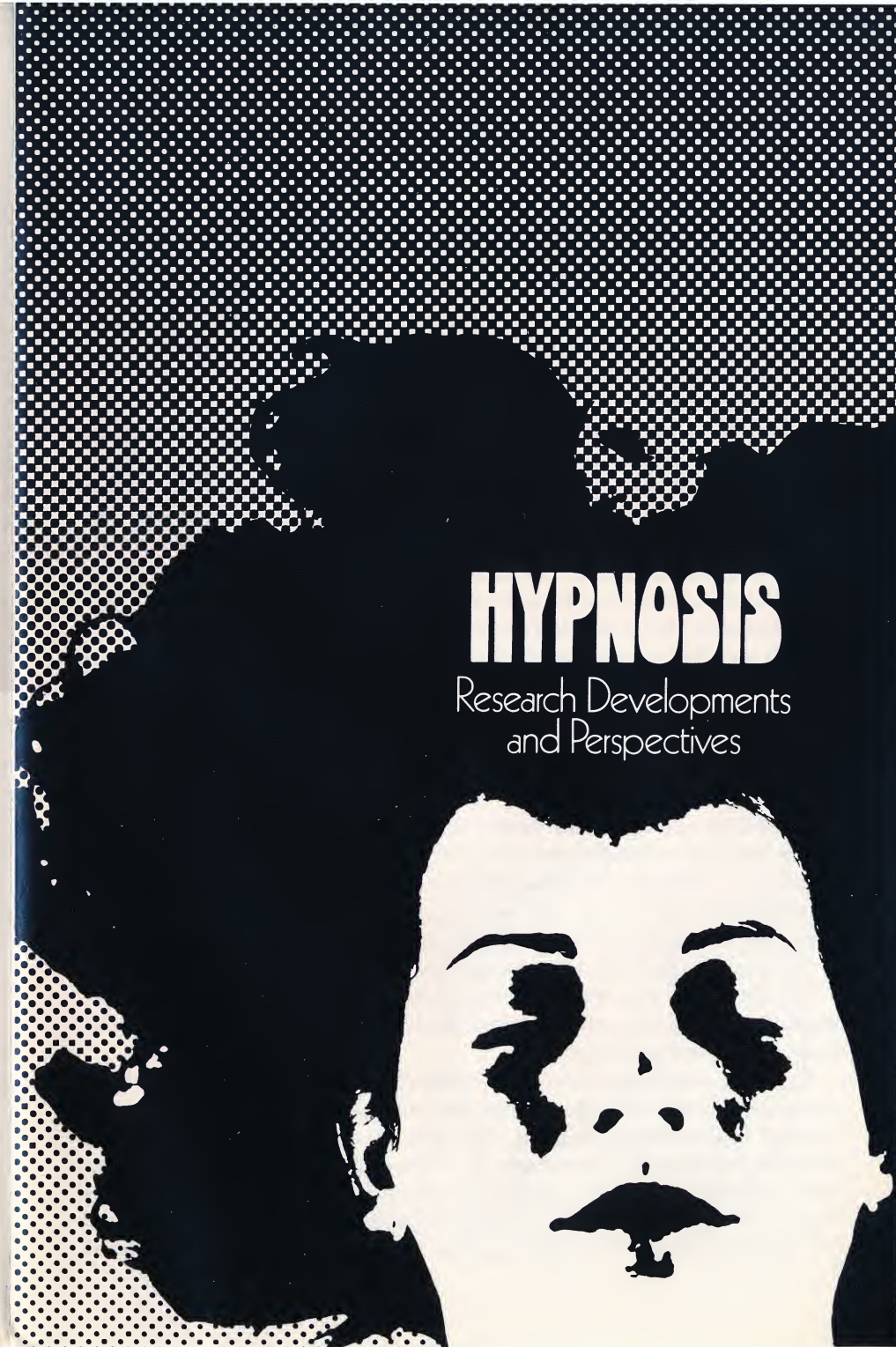
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HYPNOSIS
Research Developments
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a review by PAUL L. WACHTEL
Research Assistant Professor
Research Center for Mental Health
New York University

If one were to graphically represent scientific interest in the phenomena of hypnosis over the past two centuries, the resulting picture would resemble a roller coaster. I use this image, rather than the more neutral term "sine curve," since it connotes giddy ascent and rapid plummeting, and because the reactions of the scientific community have partaken at least as much of sensation and emotionalism as of calm scientific reflection.

At this point in history, we are again at a period of ascent. From quarters as seemingly disparate as systematic desensitizers and the human potential movement, the phenomena traditionally encompassed by the term hypnosis have become of considerable interest. This time, however, there is good reason to believe that no fearful fall is just around the bend. To anyone who wishes to understand why the investigation of hypnosis has achieved increasing interest and stature, as well as a newly won solidity, I can think of few better places to begin than Erika Fromm and Ronald Shor's volume, *HYPNOSIS: RESEARCH DEVELOPMENTS AND PERSPECTIVES*.

With very few exceptions, almost every major investigator in this area is represented in this book, and conversely (and a rarity for a book of this size and scope) there is hardly a chapter that does *not* present the work of an important contributor to the area. Thus, we have in this volume a unique up-to-date compendium of "where it's at" in hypnosis research today.

As such, *HYPNOSIS: RESEARCH DEVELOPMENTS AND PERSPECTIVES* reflects both the strengths and weaknesses of this field of inquiry. The reader who is looking for blinding new discoveries or reports of the spectacular and miraculous is likely to be disappointed. This is a sober scientific volume (though not a somber one. The writing is of consistently high quality. It appears that investigators of hypnosis do not subscribe to the view, so apparent in our journals, that scientific writing must itself be trance-inducing.)

For the reader who wishes to *understand* why spectacular, yet often unverifiable, claims have characterized the history of hypnosis research, this book will prove a gold mine.

Hypnosis researchers have been characterized as either "skeptical" or "credulous" toward the phenomena they are studying. Both breeds are represented in this volume, but it is clear that the dichotomy is far too simple and even misleading in describing the work of its authors. For the "credulous" chapters in the book, emphasizing the reality of a subjectively distinct state or states, are nonetheless methodologically sophisticated to an impressive degree; and the "skeptical" authors have passed considerably beyond

the negativistic "it ain't so" kind of polemics to a systematic and energetic effort to study, without invoking the concept of "state," the fascinating phenomena which they, perhaps no less than their more "credulous" brethren, do acknowledge as occurring.

Thus, Theodore Barber, perhaps the most vigorous opponent of the altered state concept, devotes several pages of his chapter to describing his personal experiences with arm rigidity, hand levitation, analgesia, visual and auditory hallucination, age regression, and amnesia.

Whether Barber's *conceptualization* of these phenomena is superior to that of the state theorists the reader can decide for himself. Barber's chapter provides a good summary of his alternative paradigm, and chapters by Sarbin and Slagle and by Sheehan also provide articulate challenges to state conceptualizations of hypnosis.

On the other hand, Bowers and Bowers, emphasizing phenomenology and psychoanalytic ego psychology, provide an interesting critique of behavioristic approaches to hypnosis, and Orne's valuable clarification of the use of simulating subjects in hypnosis research presents cogent arguments for the reality of some unique features of the hypnotic state. Shor's chapter describing the dilemma of the researcher, whose quest for objectivity and disciplined skepticism may vitiate the very phenomena he hopes to study, also bears on this controversy.

In fact, in various ways this entire volume may be seen as a stimulating debate amongst a group of researchers whose work is implicitly or explicitly in response to each other's probes, experiments, and arguments. Although written independently, and not in any way repetitious, the various chapters of *HYPNOSIS: RESEARCH DEVELOPMENTS AND PERSPECTIVES* reverberate in an exciting and provocative manner.

How much to credit this effect to the selective and organizing efforts of the two editors and how much to the communal diversity of this research area one cannot assess. But the result is a volume of quality and comprehensiveness, of value to student and professional alike.



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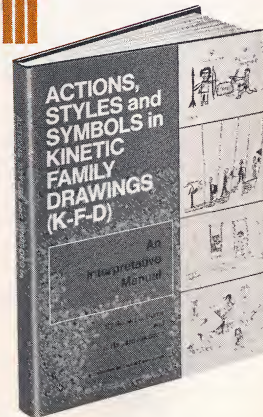
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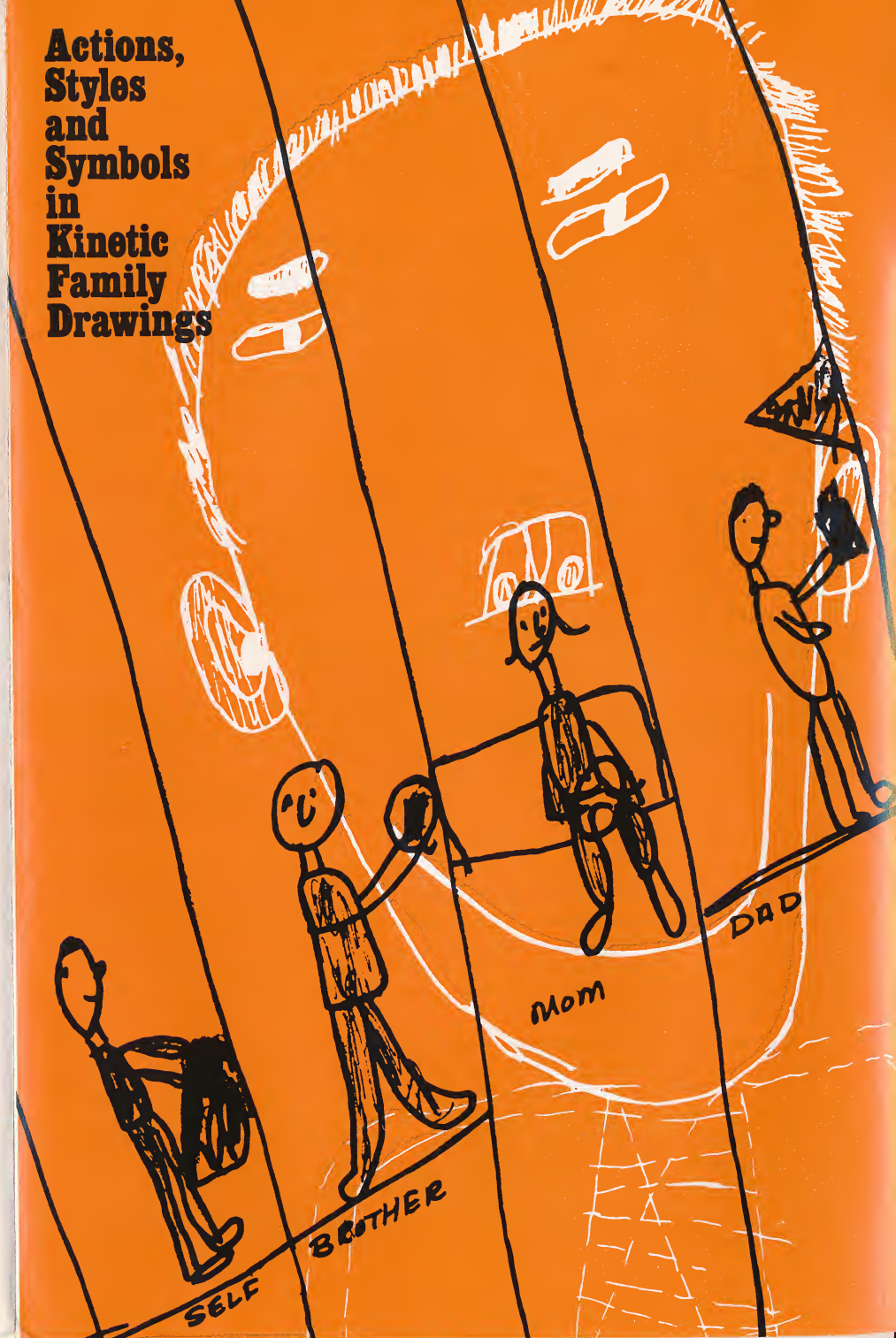
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Actions, Styles and Symbols in Kinetic Family Drawings





a comment by LOUISE BATES AMES
Chief Psychologist, Gesell Institute of
Child Development
Formerly President, Society for Protective
Techniques

At all too rare an interval a very bright star appears in the projective technique sky. One such was Hermann Rorschach's Ink Blot Test. Burns and Kaufman's Kinetic Family Drawing Test appears to be another. The Rorschach tells us how the individual experiences; the K-F-D how he perceives himself in his family setting.

Seldom has a test shown itself to be able to tell us so much about a subject so quickly and so surely.

The Kinetic Family Drawing Test gives me the same feeling as did the Rorschach when it came to this country so many years ago—that it is a tool which is going to be phenomenally useful to us in years to come. I was also much struck by Lowenfeld's Mosaic Test when it was first introduced. The K-F-D is a worthy third in this outstanding company. In using this test, one has the impression of being in near the beginning of what will undoubtedly turn out to be a major projective technique.

This present volume, *ACTIONS, STYLES AND SYMBOLS IN KINETIC FAMILY DRAWINGS: AN INTERPRETATIVE MANUAL*, is a truly wanted book. It will find a ready in fact an eager, audience since it provides just that kind of help and information which many readers of the authors' introductory book, "Kinetic Family Drawings (K-F-D)," have wished for. It fills a real need. A good many clinicians, since the publication of this earlier book, have begun their own collections of family drawings. The wealth of drawings and of interpretations in this present volume will permit these individual collections of drawings to come to life.

Beginning users of the K-F-D inevitably ask themselves, of each drawing they are presented with, what does it mean, what does it tell us, what is the subject saying about himself and his family. *ACTIONS, STYLES AND SYMBOLS IN KINETIC FAMILY DRAWINGS* gives many answers. In the richness of its interpretations it provides an intellectual delight. I should warn, "Read this book at your own risk," because once you are really hooked on this test it is hard to get away.

It is generally agreed that the unconscious speaks through symbols. Any adequate interpretation of K-F-D responses—in addition to the surface interpretation which any clinician, however sophisticated, will give to the drawings produced—requires interpretation at the symbolic level. Beds, bicycles, brooms; cats, clowns, cribs; lamps, lawnmowers, leaves; snakes, stars, stop signs; and so on through the alphabet—the authors give their own interesting interpretations of the outstanding symbols commonly used....

Even more interesting than the authors' interpretation of specific symbols is their elucidation of styles of drawing. For instance, the notion of com-

partmentalization in which the child isolates individual members of the family by putting them in box-like rectangles, or, encapsulating them, or even by putting some on the back of the page, is especially helpful. The authors also give us good, clear, interpretations not only of symbols and styles but also of themes. Symbols, styles and themes—all tell their own stories....

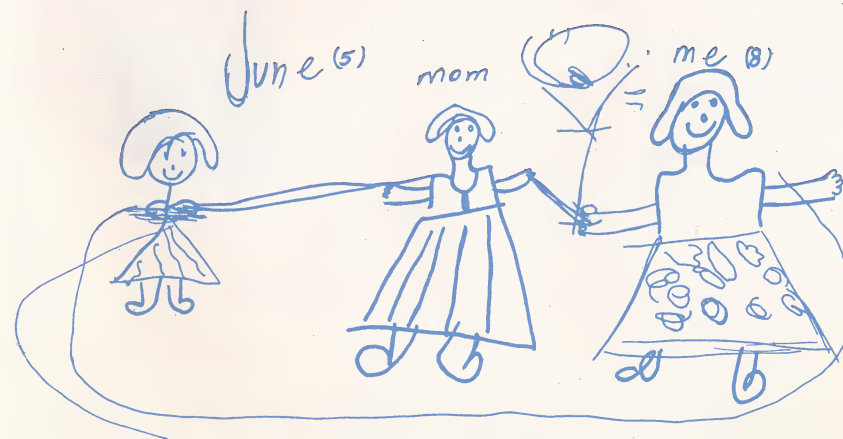
The very generous inclusion of all drawings discussed is extremely useful. Seldom have basic data been provided more generously by a publisher. Every reader is here permitted to draw his own conclusions, make his own interpretations, arrive at his own insights.

This is by no means a book for superficial reading. My own reaction is that I wish to study seriously each drawing and the authors' interpretation of that drawing. I believe that most readers who are really interested in K-F-D will feel the same way. Though on the surface this test might seem to offer a situation in which interpretation might be made fairly easily even by the layman, the present manual, clear as it is, makes one appreciate that the interpretation of human drives and motivation is by no means simple. The K-F-D analysis sheet offers a useful beginning objective measure of this highly subjective and individualized test response.

Anyone using the K-F-D test can enjoy the excitement of being in at the beginning of a marvelously effective new way of measuring human behavior. The years ahead offer much promise for this new technique. The Kinetic Family Drawing Test can make a real contribution to any clinician's battery of projective techniques. I predict that this test will have a great future among those professionals whose work focuses on an understanding, and interpretation of drawings of children—those drawings which can and do tell us so very much about what children are like, what their problems are, what life looks like to them.

This new book by Burns and Kaufman is one of the most important and potentially useful which I have ever read. I recommend *ACTIONS, STYLES AND SYMBOLS IN KINETIC FAMILY DRAWINGS* very highly.

—from the Introduction



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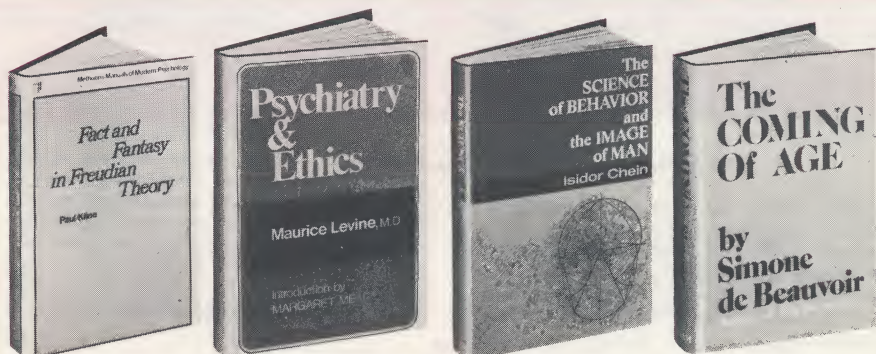
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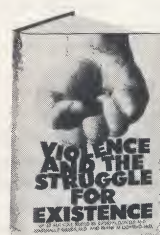
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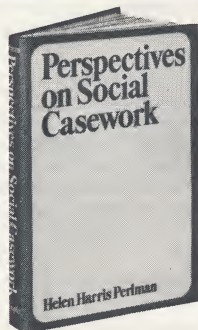
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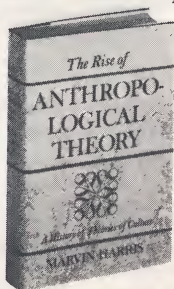
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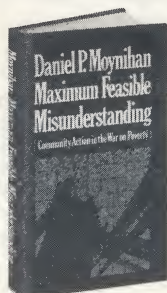
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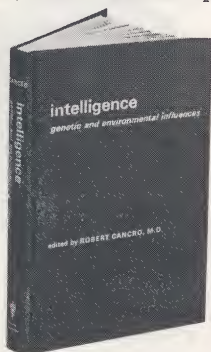
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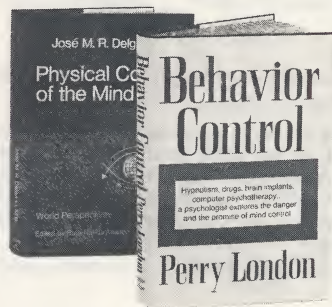
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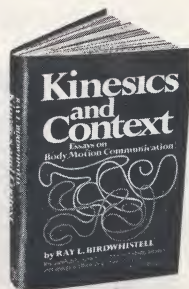
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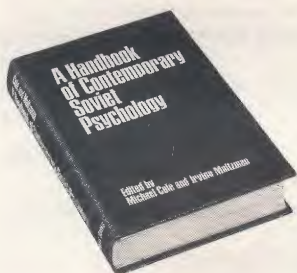
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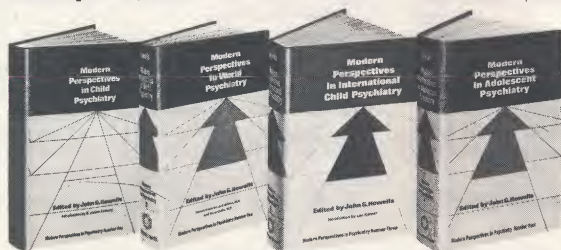
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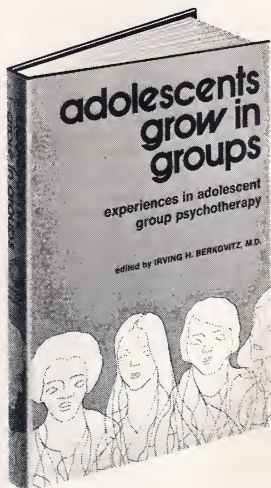
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Adolescents Grow In Groups

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a review by MALVINA W. KREMER, M.D.
Associate Clinical Professor of Psychiatry
New York University School of Medicine

GROUP psychotherapy elicits strong reactions. Some therapists and some patients are fervently enthusiastic and speak and write with missionary zeal, while others have grave doubts and reservations. As compared with individual therapy, the theoretical foundations of group psychotherapy are relatively undeveloped. The field of individual psychotherapy is beset with many competing schools of thought, but there are few comprehensive theories about the behavior of groups or of individuals within groups. Most group therapists proceed on the basis of their particular formulations of individual psychology applied in the group setting. Writings on group psychotherapy are often of the "how to do it" variety or reports on details of a particular technique or set of problems. Most group therapists still have a sense of pioneering and exploring uncharted territories.

These various complexities are reflected in *ADOLESCENTS GROW IN GROUPS*. The book consists mainly of "case reports" of ventures into group psychotherapy, integrated by a prelude by Irene M. Josselyn, postludes by Martin Grotjahn and Donald B. Rinsley, and an introductory chapter plus strategically placed expository notes by the editor, Irving H. Berkovitz. The case reports are grouped under two main headings: experiences in clinic, office and community groups, and experiences in hospital and residential settings. The division serves to illustrate similarities and differences related to the types of patients seen and the characteristics of the milieu. In all, there are thirty contributors, twenty chapters and the introduction, prelude and postludes.

My overall impression is that *ADOLESCENTS GROW IN GROUPS* is a sober, sensible and practical book. Josselyn's prelude is subtitled "Why, When and a Caution." She points out that while peer group formation is characteristic of adolescence, it is not unique to this phase of development and does not originate at that time. Group psychotherapy capitalizes on the phenomenon. "It is a valuable therapeutic approach! It can also be a dangerous one!" Berkovitz then proceeds with a succinct but very informative and comprehensive overview of the details of establishing therapy groups in various settings.

Succeeding chapters take up younger adolescents, older adolescents, selection of patients, use of self selective peer networks, family group therapy and the importance of the therapist's activity and involvement. One chapter depicts the therapist as the mediator working with several families together to "facilitate improved communicating . . . to activate the family to change by

its own momentum." Three chapters take up special problems: "Incest, Anger and Suicide"; "Activating a Group of Passive Boys"; " 'Bugging' the Therapist."

Two chapters deal specifically with black teen-agers. In one, a black social worker goes out into the community to offer "assistance." How she won trust and confidence in the community, recruited a group of girls and solved numerous technical problems with adolescents completely unaware of the process known as therapy, makes a fascinating story. One conclusion among others: "For those youngsters whose emotional problems are compounded by reality problems . . . it is not advisable to encourage ventilation and insight production as the sole purpose for group activity. It is more rewarding for both adolescent and therapist to place primary emphasis on action resulting from an intrapsychic focus."

THE other chapter tells how two white therapists, "Two Grey Cats," worked for three years with "eight young men who were delinquent, drop-outs, from disruptive homes, and Negro." The work required skill, flexibility and tact based on an exquisite sensitivity to the grievous problems faced by these young men, plus infinite confidence in their ultimate capacity to mature. The group was a success by subjective and objective criteria. Not all groups are successful. One chapter deals with an "Oedipal Revolt in a College Group." The group dissolved; the discussion focuses on the reasons. The therapist's countertransference almost wrecked another group and the situation was salvaged by timely support by the therapist's supervisor. A "Drop-in Group" proved to be of little value until it evolved into a stable, closed group, which was successful.

Institutional settings include an adolescent floor in a middle-sized psychiatric hospital and a small psychiatric hospital with a suddenly increased contingent of disturbed adolescents. In both settings psychotherapy groups, not always welcome, proved their merits and won an accepted place. In a probation department girls' residential treatment center, which provides a surprising amount of individual treatment, therapy groups, meeting every day in each cottage, produced most impressive results. In another residential agency, the therapists were impressed with the way that groups promoted the maturation of sexual attitudes.

Despite the diversified material to work with, Grotjahn and Rinsley manage to make useful summaries and illuminating theoretical discussions. *ADOLESCENTS GROW IN GROUPS* is a worthwhile review of the field. It conveys the spirit of adventure and exploration. Without proselytizing, it invites others to try what these authors evidently enjoyed doing.